

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge Pre–U Certificate

MARK SCHEME for the May/June 2015 series

9769 HISTORY

9769/11

Paper 1a (British History Outlines c. 300–1547),
maximum raw mark 90

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Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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British History Outlines c. 300–c. 1547

Section 1: c. 300–663

1 How stable was Roman Britain in the fourth century?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates could refer to the changing situation in the fourth century from the restoration of Roman authority by Constantine and the improved security, to the depredations of various invaders especially in 367, which damaged defences and the economy.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates could argue that Britain was stable at the start of the century and very unstable by 400. Up to around 360, Roman culture, Roman government and Roman goods were accepted by most people in Britain. Life in Britain was much the same as in other parts of the Roman Empire. It was prosperous in a modest way with extensive trading in low-value goods. But this stability was undermined first by Pictish invasions across Hadrian's Wall, which had to be reinforced by Constans. In 367, a major raid led to the collapse of the Wall as a defence and to the coasts being exposed to attack. It took two years to restore some kind of order. In 396–8, there was another joint attack from the Picts, Scots and Saxons. In addition, Imperial politics spilled over into Britain in the 340s and 350s and some great landowners were disgraced and purged. Then there were heavy expenses for extra defences which weakened the economy and led to the decline of the towns and of trade. Thus by 400, Britain was far from being stable.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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2 Assess the impact of Anglo–Saxon settlements on southern and eastern England up to 600.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates could consider the areas where the Anglo–Saxons settled and the nature of their settlements. Archaeological and documentary evidence could be cited.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates could argue that the impact was variable. The Anglo–Saxons arrived first in Kent, then Sussex and then Wessex. Some archaeological evidence suggests there may have been settlements even before the arrival of Hengist and Horsa. The leaders established themselves with their retinues and then moved round the countryside to and from each royal residence or vill. For most of the period up to 600 they were pagans, and so had little impact on religion as Christianity had only just survived. In Sussex, they met more resistance and Anderida held out against them until 491. In Wessex, the settlement proceeded more smoothly. For Essex and East Anglia, there is little written evidence before 600, but the archaeology indicates wealth and weaponry, and contacts with the continent as far as Byzantium. Thus, the settlements could have brought considerable change in some places.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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3 Were there more similarities than differences in the political development of the kingdoms of East Anglia and southern England in the period c. 450 to c. 663?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates are likely to refer to the rulers of East Anglia, Kent and Wessex.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates are likely to agree that similarities outweigh differences. All the kingdoms had single rulers. The lands of the South Saxons did not have a single ruler, but the lack of evidence in the period 491–675 for Sussex means that kingdom can barely be used in the answer. In each case, one of the rulers was recognised as probably the most powerful in England at the time. Raedwald of East Anglia ruled Norfolk, Suffolk and parts of Cambridgeshire, a larger area than Kent or Sussex, or even Wessex in its earliest days. Aethelbert of Kent, according to Bede, was recognised as overlord of the south for the best part of 30 years and Ceawlin of Wessex was similarly respected. All were successful warriors.

There are some differences. Kent was more committed to Christianity and had stronger links with the Franks on the continent. East Anglia must have enjoyed considerable wealth from the evidence at Sutton Hoo and other recent discoveries, and also had wide trading contacts with Europe, but more with Germany. The Kentish rulers were noted for their law codes. Wessex was more concerned with conquest in this period, extending boundaries from Berkshire and Wiltshire into Dorset and Somerset.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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4 ‘Little more than a brutal, pagan warrior.’ Discuss this view of Penda of Mercia.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may consider the victories won by Penda and his growing power, extending from Mercia into Northumbria.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates need to identify the problems before they can assess the success in overcoming them. Problems could include the strongly-rooted paganism in England, the resistance of some rulers to new ideas and the predominance of Celtic customs in Northumbria.

Candidates could argue that Penda was certainly pagan and seems to have gloried in his opposition to Christianity, notably in defeating and killing Edwin at Hatfield in 633 and Oswald at Maserfelth in 641. His brutality could be inferred from the same evidence. In addition, he killed three kings of East Anglia.

Alternatively, candidates could suggest that there was rather more to Penda and he has been badly served by being the villain of the piece in much of Bede’s writing because he remained pagan. He made an alliance with Cadwallon of Gwynedd and built up a coalition of Welsh and Southern rulers against Oswiu, suggesting he had diplomatic skills. He sent his son, Peada, to govern the tributary Middle Angle kingdom and he was dominant over the Hwicce people of Gloucestershire and Worcestershire, and possibly established an under-kingdom there. This indicates administrative ability. He remained in control of these areas without arousing resistance.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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5 How important to the success of Roman missionaries in the period to 660 was the support of Anglo-Saxon rulers?

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may consider the role of the mission of St Augustine and the influence of rulers like Aethelbert, Raedwald and Edwin.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that without the backing of the rulers the Roman mission would have made little progress. They could instance the role of Aethelbert, without whose permission Augustine could not have preached. His Christian wife, Bertha, also had a role. It was with Aethelbert's permission that churches were built in Canterbury and Rochester and he instigated the building of a church dedicated to St Paul in London, where his nephew ruled. The primacy of Canterbury resulted from Aethelbert's wishes, as Gregory had originally envisaged London as the archiepiscopal seat. When Aethelbert died, the Church nearly collapsed. The conversion of Northumbria by Paulinus depended largely on Edwin and when Edwin was killed at Hatfield in 632, Paulinus fled and his church was no more. Sigeberht of Essex asked for a missionary and was sent Felix and later Fursa.

Alternatively candidates could argue that the contribution of the missionaries themselves was equally vital. Augustine set up a monastery in Canterbury. Others travelled extensively round the kingdoms. Raedwald became a Christian but there was little impact on his kingdom, and the church remained influential more because of the missionaries. In Wessex, Birinus converted Cynegils, but the rest of Wessex was slow to follow suit.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 2: 663–978

6 What best explains the consolidation of Christianity in England after the Synod of Whitby up to c. 710?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to factors such as the appointment of Theodore as Archbishop of Canterbury, his centralising work in the church and his promotion of education, as well as the role of Benedict Biscop and Wilfred.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that Theodore was a major factor, despite being about 60 when he was appointed. He became archbishop in 668, somewhat by chance on the death of Wighard in Rome. He died in 690 after a long period in office and this was a reason for his success. He dealt with the weaknesses in the English Church by restructuring the diocesan system, establishing new cathedrals and appointing bishops where there were vacancies. He held a number of synods at Hertford and Hatfield among others and used them to enforce some uniformity and outlaw heresy. He founded a cathedral school at Canterbury which became a major factor in the development of Anglo-Saxon learning. Aldhelm was much influenced by it.

In addition, Benedict Biscop brought books and other artefacts from Rome and founded the monastery at Monkwearmouth/Jarrow, which was very influential under Abbot Ceolfrith. The church in the north was also fostered by Wilfred, but his many disputes with the archbishops of Canterbury reduced his impact.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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7 How substantial were the cultural achievements of Northumbria in the late seventh and eighth centuries?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates might refer to a range of cultural achievements in scholarship and the arts.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that the achievements were substantial, notably citing the works of Bede. His History of the English Church is the source of much of our knowledge of the period. His commentaries and religious works were among the foremost of their day and his scientific writings are witness to his original mind and capacity for deductive thinking. He was possibly the best scholar of his time and his views and books were eagerly sought from all over Europe.

There are also artefacts which attest to the artistic achievements of the period such as the Lindisfarne Gospels, the Codex Amiatinus, the Franks Casket and the Ruthwell Cross. Through scholars like Alcuin, English achievements were spread to Europe.

The alternative argument rests on the premise that much of the culture of Northumbria was derivative, depending on models from the Byzantine east, continental Europe and Celtic art.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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8 Was the success of Offa of Mercia more the result of his own abilities or of favourable circumstances?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates could refer to the process whereby Offa made himself master of much of southern England. He presided over church councils and was a correspondent of Charlemagne's. The lack of rivals could also be discussed.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that Offa may have been fortunate but he seems to have been a ruler of considerable ability. He was able to tighten his control of southern England. The sub-kings of the Hwicce disappeared in his reign, the kings of Sussex became ealdormen subject to Offa and eventually Kent was subdued, although it was resentful and rebelled after Offa died. Wessex remained independent, but was a client state and co-operated with Offa. The king of East Anglia was beheaded on Offa's orders. Offa was in touch with Charlemagne about trade and the return of some exiles whose presence Offa required. Charlemagne, however, declined this request suggesting he did not see Offa as his equal. The building of the Dyke to keep the Welsh at bay and the holding of church councils are other testimonies to Offa's abilities.

Alternatively, Offa was helped by his descent from the founding royal family of Mercia and by the lack of equally able rivals – or the strategic removal of any likely contenders. He had support from the church which enabled him to have his son consecrated as his heir and his good relations with Charlemagne, possibly reflected in his plans to build a palace complex like Aachen, at Tamworth, helped his reputation to grow.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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9 ‘An irresistible force.’ How accurate is this description of the Danish invaders in the period up to 871?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to Viking invasions under leaders such as Ivar and Halfdan and to the extent to which they were resisted.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that resistance to the Danish invasions was not easy. The monks of Lindisfarne, the first victims in 793, were not likely to put up much of a fight. In the 830s, Danes raided the Isle of Sheppey, Somerset and Cornwall. In 851, they sacked London and by 858 were wintering on Sheppey and pillaging all over East Anglia. In 860, they sacked Winchester and their piratical raids in the Channel weakened English shipping. The attacks of 866 gave them control of Northumbria and Mercia and, in 869, they defeated the East Anglians and murdered their King, Edmund.

Alternatively, candidates may suggest there were attempts to resist them from Aethelwulf of Wessex and his sons, from fleets in the English Channel, from the ealdormen of Wessex and, indeed, from Edmund of East Anglia.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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10 To what extent was the success of St. Dunstan the result of his good relations with the kings of his time?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to the relationship between Dunstan and the Kings Edmund, Eadwig, Edgar, Edmund the Martyr and Aethelred II. Other factors explaining his success could be his own abilities, influences from Europe and the support he had from figures like Aethelwold and Oswald

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that Dunstan did have a sound relationship with the rulers. He was a key adviser to Edmund but then was exiled, though pardoned at the last minute and made Abbot of Glastonbury which allowed him to begin his monastic reforms. He was again exiled by Eadwig who resented a personal affront but restored in 959 by Edgar and in 960 became Archbishop of Canterbury. As such he spent much time at court, was the pre-eminent member of Edgar's council. He witnessed charters. He crowned both Edward the Martyr and Aethelred II and continued to attend their councils until he died.

Alternatively, it could be suggested that other factors were responsible. Dunstan, as Abbot of Glastonbury, made a lasting personal contribution to church reform. He enforced the Benedictine Rule and, under his leadership, other monks were able to take reform elsewhere. His greatest student was Aethelwold who was sent to reform the monastery at Abingdon. While in exile at Fleury, Dunstan came into contact with European reformed practices and the *Regularis Concordia*, when published in England was influenced by what he found there. From Fleury too came chanters to train English monks in correct singing in the choir. Once Dunstan was Archbishop of Canterbury with Aethelwold at Winchester and Oswald at Worcester, the promotion of the monastic ideal proceeded rapidly. The Synod of Winchester drew up the *Regularis Concordia*.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 3: 978–1135

11 Did Ethelred II's problems result more from poor advice or from personal shortcomings?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to the role of Ethelred's nobles and to the part he himself played in the difficulties of his reign.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue Ethelred was the unraed, that is ill-counselled. The defeat of Byrthnoth at the Battle of Maldon was partly the result of the hero's determination to resist. He was one of Ethelred's chief noblemen. Archbishop Sigeric was the first to suggest paying the Danes to depart in his efforts to save Canterbury from them. The royal favourite, Eadric Streona overthrew Aelfhelm the ealdorman to get the ear of the king and was responsible for the lacklustre response to the Danish threat. When warships were built, there were quarrels among the commanders which ruined the project. .

Alternatively, it was the weakness of Ethelred that was to blame. He alienated the Danes in the St Brice's Day massacre. Swein was able to force him into exile and, after Swein's death, he was only allowed back into England after promising to rule better. In his reign, a vast treasure was paid to the Danes as geld, largely as a result of his policies. He was not able to make use of his marriage to Emma of Normandy to bring pressure to bear on the Danes via Richard, the Duke of Normandy and of Scandinavian descent.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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12 How far did Cnut's success depend on his relationship with the Church?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to the ways in which Cnut won over the Church and benefited from its support. His own abilities and his fortunate circumstances could also be discussed.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that Cnut was careful to propitiate the Church. He built a church to commemorate the dead of both sides at Assandun and he honoured the relics of Alphege, murdered by Danes in 1011, moving them from London to Canterbury with much ceremony. He gave endowments to Ramsey Abbey and to Ely, where it was said the singing of the monks heard over the water as he rowed to the Isle, had attracted him. He visited Rome and had papal backing. The monks at Peterborough were commissioned to send an illuminated Psalter to Cologne with his encouragement.

Alternatively, his other attributes mattered more. He sensibly rewarded his greatest thegns, Eirik and Thorkell, generously to keep their loyalty and banished Thorkell when he seemed to be a threat. He married Emma, Ethelred's widow, who gave him sons. His earls, Leofric, Siward and Godwin served him well. His law codes show his desire for an orderly realm and he used the administration he inherited soundly. Much treasure was probably spent on his Scandinavian interests.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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- 13 (Candidates offering Paper 5a: The Norman Conquest should not answer this question.)**
Assess the view that King Harold's failure to keep his throne in 1066 owed more to misfortune than to incompetence.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to the problems Harold faced with invasion on two fronts and to the strengths of the Normans.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates could argue that Harold was, indeed, unlucky. He patrolled the coast through the summer, but had to leave for the north to respond to the invasion of Harald Hardrada and Tostig, just as William was able to cross the channel. Hence, William easily accomplished the most difficult task in winning England, the actual landing on the coast. After Stamford Bridge, his men were tired and the long march south made this worse. At Hastings, the English response to the Norman feigned retreat left him exposed and his final piece of misfortune was to be killed.

Alternatively, Harold did show some incompetence. The decision to come to battle with William without all his forces has been criticised. His lack of archers proved crucial. The fyrd was not well disciplined. But it could be suggested that Harold felt he must resist William quickly, especially as William was pillaging the countryside. Also, the length of the resistance put up by the English and the heroism of the huscarls does not indicate that Harold was seen as incompetent.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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**14 (Candidates offering Paper 5a: The Norman Conquest should not answer this question.)
'Domesday Book was William I's greatest achievement as King of England.' Was it?**

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to the collection of information for Domesday Book, to William's attitude to opposition and to his methods of government.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that Domesday Book was important as the inquests collected a large amount of information which allowed the king to know the country he governed and to levy taxation appropriately. Not only William, but his successors, relied on the Book.

Alternatively, William made England quiescent after 1066, by a mixture of leniency and brutality. He built castles to cow the natives and gave land generously to his followers. Few English landholders remained. He understood how power could be maintained even when he was absent in Normandy. With the help of Lanfranc he reformed the Church. He used English laws and administration when it suited him, showing good judgement.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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15 Consider the view that the aims of the Scottish kings in their invasions of England from 1066 to 1124 were never realised.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to the reigns of Malcolm III, his various disputing successors and Alexander I.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that Malcolm III benefited from the Norman Conquest in that he had an opportunity to improve his position without interference from England. He entertained Anglo–Saxon refugees from the Conquest and learned from them about Anglo–Saxon administrative methods. He married Margaret, one of the royal exiles, and showed his intentions by giving his children by her Norman names. He invaded England on several occasions when William seemed under threat, but eventually became his man. The Scottish kings for the next 200 years were descended from Malcolm.

Alexander I, Malcolm’s son won a reputation as a pious ruler, founding monasteries at Scone and Inchcolm and being a patron of St Andrews. When attacked by the ‘men of the Isles’ he went north and inflicted a heavy defeat on them. He married Sybilla, one of Henry I’s illegitimate daughters and went on campaign with his father-in-law.

The less successful aspects of kingship can be seen in Malcolm’s death in 1093 when invading Northumberland, along with his son Edward, which led to a confused period with Donald Ban, and then Duncan ruling, and then Donald Ban again. One of Alexander’s problems was that under his brother’s will he had to give another brother, David, substantial parts of southern Scotland.

Candidates are likely to conclude that the Scottish kings were quite successful, as this was one of the more peaceful periods of Anglo–Scottish relations, so they were able to extend their authority at home. But the problems after the death of Malcolm showed how fragile their control could be.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 4: Themes c. 300–c. 1066

16 'The nature of Anglo–Saxon kingship changed little between c. 560 and 871.' Discuss.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates could refer to a variety of kingdoms or a small range but more than one kingdom should be considered.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical may well enhance answers, but are not required.

Candidates could argue that there was little change in the essentially personal nature of Anglo–Saxon kingship. Power often rested with the strongest contender. Kings needed to be able to attract supporters and to reward their nobles adequately. Military ability was also helpful. In addition, the backing of the Church was another constant factor for kingship. The trappings of kingship remained important. Kings were patrons of monasteries and learning from Oswald to Alfred. Kings made laws and presided over courts and at councils of their advisers.

Alternatively, there were some changes. Although lines of inheritance were not strictly established, being of a royal house and the son or nephew of a previous king, became more important. The role of advisers also developed as kingship became more complex and the demands on kings greater. Thus, they used both lay and church men in their growing bureaucracy. The role of the written document became greater.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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17 How much change was there in the agrarian economy between the sixth and eighth centuries?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates could refer to the areas which were settled, to the crops grown and to the methods used, as well as the way agriculture was organised.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that the land under cultivation did not change much in this period. The Anglo-Saxons preferred to settle in open countryside rather than in forests which needed to be cleared or in upland areas where the soil was poor. Heathland and areas like the New Forest were largely left alone. As time went on, forests such as those on the Weald or north of London were nibbled at, to provide fuel and building materials for the farmers. The extent of Anglo-Saxon settlement is best seen through place names. Towns were insignificant until the tenth century. The farmers were mainly ceorls and were freemen in most Anglo-Saxon law codes, with their own wergild and their position remaining stable, only worsening later in the period. They may well have paid taxes directly to their rulers while the country consisted on many small kingdoms. They grew barley, rye and some wheat, and this changed little. Barley was useful for brewing as well as bread, while the wheat was used for baking.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 19	Mark Scheme	Syllabus	Paper
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18 How substantially did England benefit from contacts with continental Europe in the seventh and eighth centuries?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to the work of individuals like Alcuin, Bede, Wilfred and Benedict Biscop.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that there was substantial benefit in religious life. The Benedictine rule was introduced to English monasteries by Wilfred. Benedict Biscop returned to England from his continental travels with mule loads of books, many of which were used by Bede for his Biblical commentaries, and brought over chanters to teach English monks the Roman rites. The library at York built up by the archbishops following the pattern of Biscop, was of an international standard and fostered the learning of Alcuin.

Alternatively, there were also secular contacts. There were commercial undertakings which brought goods from Europe and the Mediterranean to England. Some of the books studied by Alcuin and Bede and transmitted elsewhere were classical texts. Bede had a considerable corpus of scientific writing, which was copied at Jarrow to be sent all over Europe. Candidates could suggest that the benefits of trade are less well documented and so more difficult to assess.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 20	Mark Scheme	Syllabus	Paper
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19 Assess the view that the Scandinavian impact on England in the later ninth and tenth centuries was both localised and short-lived.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates might refer to the invasions in the later ninth century to the mid-tenth century and to the destruction which resulted.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that the Viking invasions were largely focused on the coastal areas and on monasteries which were easy targets and often repositories of wealth. Access via river networks allowed the Vikings to penetrate inland, but rarely far from their transport. From the 850s, the Vikings over-wintered on the Isle of Sheppey and so were a permanent presence, pillaging East Anglia and Wessex. Aethelwulf and his sons fought them constantly. In 866, there was a change of destination and York was attacked. Two Northumbrian kings were killed and the English line came to an end. The Danes also penetrated into Mercia. They established the Danelaw, but it was not a political entity and Danish influence was variable. But, with the victories of Alfred and his successors, Danish impact was lessened and the attack on Essex in 991 which led to the battle of Maldon, was the first invasion for nearly 100 years. Parts of England in the west and north rarely saw the Vikings.

Candidates could argue that the length of the impact was also variable. Danish place names have endured for over 1000 years and Danish laws and customs impinged on the later Anglo-Saxons. Episodes like the murder of King Edmund had a resonance through the medieval period and beyond. Once the Danes became Christians, their distinctiveness was muted.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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20 What best explains the breadth of the artistic achievements of late Anglo–Saxon England?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates might refer to Carolingian influences and the work of the Winchester School or to the embroideries presented by Aethelstan to the shrine of St Cuthbert.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that trade and commerce had opened up contacts with Europe and so artistic influences were brought to bear. Hence, both Carolingian and Byzantine styles were known in England. The contacts led particularly to the development of the naturalistic styles and the use of strong colour at Winchester. The revival of the monasteries provided conditions in which works of art could be produced and the training in the scriptorium was a key. The relative security and more settled government also helped. There was a range of patrons with different tastes wanting artistic works, for themselves, for devotional reasons or as gifts. There was a cumulative effect as art was valued and so artists encouraged each other.

Why so many skilled artists emerged can be discussed but may be quite speculative.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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21 How sophisticated was the late Anglo–Saxon economy?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to the rural and to the urban economy.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue the agrarian economy was based on a land-holding system which was well regulated and established by the time of the Conquest as Domesday Book attests. Information about farming methods is sparse and illustrations in manuscripts may have been from continental patterns rather than from life. Most settlements had a water mill for the grinding of corn and villages were self-sufficient in food production. There had been developments in the Anglo–Saxon period with the crops grown showing greater variation.

Trade could be seen as more sophisticated with a wide variety of goods being exchanged. One of the main developments was in the coinage, with the silver penny introduced by Offa becoming standard currency. There was also a system of weights and measures. Major towns had guilds of merchants and craftsmen. London and Winchester were large conurbations, but there were fewer towns of any size north of the Humber.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 5: 1135–1272

22 How influential were the barons in determining the outcome of the civil war in the reign of Stephen?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates could refer to the role of barons such as Robert, Earl of Gloucester and Geoffrey de Mandeville and also the princes of the church such as Henry of Blois.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that the barons played a key role as it was their troops which were needed to fight the battles and undertake the sieges. Had it not been for the steadfast support of Robert of Gloucester, half-brother to Matilda, her cause would have foundered. In another way Geoffrey of Mandeville contributed to the outcome as his depredations in East Anglia and the Midlands so horrified his contemporaries that they were more eager for a settlement. The Church, exemplified by Henry of Blois and John of Salisbury, was largely responsible for Stephen's claim being upheld and the start of the fighting, and played a part in its ending when Henry turned against his brother when he was not chosen as Archbishop of Canterbury. The final exchange of prisoners, which led to the Treaty of Wallingford, also involved Robert of Gloucester.

Alternatively, the principals were important in deciding the outcome. Matilda's arrogance and lack of graciousness in victory turned London against her, and deprived her of a chance of victory. Stephen's policies varied from leniency to aggression and prevented his outright success. The failure of Geoffrey of Anjou to help his wife also prevented her from triumphing, while the successes of her son, Henry, encouraged her to a peace which favoured him. Stephen was disheartened by the death of his heir.

Candidates could conclude either way, reflecting the complications of the situation.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 24	Mark Scheme	Syllabus	Paper
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23 'Principles rather than personalities were at the heart of the conflict between Henry II and Becket.' Discuss.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates could refer to the issues which divided Becket and Henry II and to their personal differences.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that the issue of the punishment of criminous clerks was a vital one for Henry. He maintained that he was returning to the customs of his grandfather, Henry I, when the country had been well-governed, in contrast with the situation under Stephen when the Church had increased its power. He felt that if the clergy could be exempted from his laws, then public order and royal power would be adversely affected.

But the quarrel was also highly personal. Becket, as Chancellor, had been on terms of friendship with Henry and Henry expected he would back the royal campaign to bring the Church into obedience, once he became Archbishop of Canterbury. Henry, therefore, felt betrayed by his erstwhile companion and so the bitterness of the quarrel grew. Henry had some justification as Becket had changed his standpoint. The personality of the French king also contributed, as he sheltered Becket and tried to bring about a settlement. Becket's obstinacy seems to have arisen more from his personality than his principles. He nearly gave in to Henry at one point. The final outcome arose from Becket's excommunication of those who had crowned the Young King, a case of pique, rather than principle.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation

Page 25	Mark Scheme	Syllabus	Paper
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24 'King John's efforts to recover his lost French lands were only half-hearted.' Assess this view.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to the ways in which John raised funds for his French wars and the nature of the campaign.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that the ruthless way in which John set about raising money to reclaim his French lands is anything but half-hearted. Exchequer receipts for the late 1200s were double those of eight years earlier. Huge sums were charged for reliefs, marriages of heiresses and wardships. Scutage was levied virtually annually whether there was war or not. Justice was put up for sale and John's mercenaries were expert extortioners. His campaigns in Scotland, Ireland and in North Wales showed his serious intent in warfare. He settled his quarrel with the Pope and was lucky when a French fleet was destroyed at Damme. He built an anti-French alliance with the Counts of Boulogne and Flanders as well as his nephew, the Emperor Otto IV.

Alternatively, this was not enough. John's tactics were faulty when he divided his forces and he met problems in Aquitaine fighting the Dauphin. The barons there were reluctant to support him as loyalty to the Angevins faltered. The loss at Bouvines where the French under Philip II defeated John's allies seems to have left him demoralised. Thus, it was only at the end of his campaign that John lost his nerve and so his efforts were rather more than half-hearted. Arguably, they led straight to Runnymede.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 26	Mark Scheme	Syllabus	Paper
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25 What best explains the problems Henry III faced in England after 1258?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to Henry III's campaigns in France and to his attempt to gain Sicily for his younger son, Edmund. His reliance on French advisers and his policies of stronger royal control also could be mentioned.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that Henry's continental policies were failures and so provoked a hostile reaction. They could suggest that had they been successful, which seemed more feasible at the time than it does now, the result could have been different. Henry's marriage to Eleanor of Provence brought her uncles to his court and to his government. Henry then went on to pay the Pope a very large sum for Sicily. His motivation may not be entirely clear, but the outcome made him enemies at home.

There were other influences at work. Henry III's own personality led him to favour grandiose projects and to take risks. His use of the Savoyards was not only unpopular but also failed to achieve his aims. There was a growth in national feeling, which was not solely a reaction against the Poitevins. The seven barons who initiated action against Henry's government in 1258 had concerns beyond Henry's foreign policy. They included Simon de Montfort, a man of powerful rectitude. The Provisions of Oxford aimed at a reshaping of government; this reflected the aspirations of the nobles, as well as their distaste for Henry's methods and his constant evasion of former attempts to control his actions.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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26 How successfully did Alexander II and Alexander III re-establish royal authority in Scotland?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates might refer to the policies pursued by Alexander II and Alexander III and discuss their degree of success.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that Alexander II moved away from the policy of hostility to England and was more interested in expanding his kingdom northwards and westwards than in going south. He was married to Joan, a sister of Henry III, and the papal legate brokered a settlement which adjusted the land holdings of each monarch in border areas and ended some long term disputes. Once he had peace with England, he could concentrate on securing his position in the north and deal with the challenges from the MacWilliams family. After Joan died, he followed the traditional policy and married a French princess and his heir was born from this union. In 1244, there was a major show-down with England involving forts in the border country and Irish activity on both sides. However, the outcome was a further treaty which answered the needs of Scotland more directly and the heir, Alexander, was to marry Henry's daughter. Alexander also carried out extensive legal reforms, following English patterns to some extent.

Alexander III continued the improvements in government and introduced taxes on wool which much increased his revenue and also modernised the administration, using the Chamber. He tried to bring outlying parts of his kingdom more firmly under his control. By the Treaty of Perth, he gained the Isle of Man from Norway, although Orkney and Shetland remained in Scandinavian hands.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 6: 1272–1399

27 How far did Edward I's legal and administrative reforms fulfil his aims?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates might refer to the various administrative and governmental changes aimed at remedying grievances, rebuilding royal power and improving the quality of Edward's rule.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that Edward saw the troubles of his father's reign as arising from a lack of administrative control. He was determined to increase royal authority, notably in London and though he would leave some detail to his council and other officials, he intended to rule as well as to reign. He thus began the *quo warranto* proceedings, was notably mean in giving out lands and was eager to regain lost land. His greater use of Parliament allowed him to raise more taxes and to pass a series of statutes which enhanced his position. These included the Statute of Westminster, *Quia Emptores*, the Statute of Acton Burnell, the Statute of Mortmain and *Circumspecte agatis*. He tried to remedy deficiencies in the drawing up and enforcement of laws and he was ready to execute traitors. He made enquiries into the misdeeds of his judges which had occurred while he was in France.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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28 How powerful was the English monarchy in Wales from 1377 to 1416?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates might refer to the divisions among the Welsh and the desertion of Llywelyn by his brothers to Edward's determination, to the castle building programme and to the military superiority of the English army.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that the first successes of Edward were largely due to the isolation of Llywelyn, Edward's careful forward planning of his campaign and the vigour of the marcher lords who commanded sections of the royal army. Welsh allies of Llywelyn were defeated or made terms and so the Welsh prince had to come to terms in 1277 and see much of his land given to his treacherous brother, David. The settlement proved difficult to enforce and, in 1282, David rebelled and won much support in Wales. In this emergency, Edward responded rapidly and strongly in a successful campaign which culminated in the deaths of Llywelyn and David. Edward then spent a year in Wales issuing the statute of Rhuddlan and proclaiming his son born at Caerarfon as Prince of Wales. He built a string of impressive and impregnable castles. But much Welsh custom and law remained and the administration was generally fair and effective. There were some further revolts but the marcher lords, whose interests were bound up with those of the crown, dealt with them.

Candidates need to come to a judgement, but several of these factors could be taken as the chief explanation as long as the issue chosen is well supported.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 30	Mark Scheme	Syllabus	Paper
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29 'Edward II's downfall owed more to opposition within his family than to poor relations with his nobility.' Assess the accuracy of this judgement.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates might refer to the downfall of Edward in 1327, the role of his wife, Isabella and to the part played by his alienation of the nobility.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that Edward did, indeed, neglect the opposition close at home. He married Isabella of France, then aged 12, in 1308, but neglected her in favour of Gaveston. After his death, however, the relationship improved and four children were born.

After Edward's victory over Lancaster, the rise of the Despencers worsened Isabella's position seriously. Edward abandoned her at Tynemouth when he retreated south from Scotland, her lands were seized and her French servants dismissed. But, foolishly, Edward allowed her to go to Paris to negotiate with her brother and then let his son join her, to pay homage to the French king. She was thus able to link up with Mortimer, and other enemies of the Despencers, and mount a successful attack on England.

But Edward had also alienated the nobility by his lifestyle and, even more, by his favouritism, which allowed the Despencers to extort money and land freely from opponents. The bloodbath after Boroughbridge and the treatment of Thomas of Lancaster alarmed other barons.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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30 How successfully did Edward III deal with the problems he faced in England up to 1360?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to the problems Edward faced, including the overthrow of Mortimer, financing the French wars and the government of England while he was in France.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may suggest that Edward was successful in his seizure of power and the execution of Mortimer. In 1337, he appointed new earls to create a firmer basis for his government. Raising money was harder. He was careful to get the support of Parliament, but often had to make concessions to get the vast sums he needed. This led to a crisis in 1340–1 and to reluctance from Edward to use churchmen in administration after his problems with Stratford. Grievances over recruitment of soldiers had to be settled in Parliament. The role of Parliament was considerably developed.

Thus Edward was successful in dealing with his chief problem, but at some costs to his powers. He was fortunate in that the war went well for him, and he won some notable victories, which enhanced his reputation and prestige.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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31 How far did Richard II's deposition result from his choice of advisers?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to the advisers of Richard. Such as Simon Burley, de Vere, Archbishop Neville and de la Pole, and later Scrope, Percy and Despenser, and to other factors in his deposition such as his conception of kingship.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that poor choice of advisers got Richard into trouble in the Merciless Parliament of 1388 when he had to accept the supervision of the Lords Appellant. He never forgot this humiliation. He favoured a wider group of courtiers after he had overthrown the Appellants and took advice from his uncle, John of Gaunt. But, after the elimination of Gloucester, Arundel and Warwick, he again promoted his close friends and this alarmed the nobility.

Alternatively, Richard's exalted notion of kingship and the necessity for obedience from his subjects alienated the nobles. Even worse, was his exile of Gaunt's heir and later seizure of the inheritance, which caused much alarm among the baronage. Going to Ireland at this juncture was a tactical error and allowed Bolingbroke to return, make an alliance with the Percys and overthrow the king.

Hence Richard was rather more responsible for his deposition than were his advisers.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 7: 1399–1461

32 'More lucky than able.' Assess this view of Henry V.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Most candidates will agree that for the most part Henry was a very able soldier, although there are elements of luck in his campaign that should be evaluated. Answers should not be confined just to Agincourt but should consider his ability to plan and equip his campaigns; it could be argued that in some ways he was lucky that the French had significant weaknesses. In the end, what he achieved in a relatively short space of time was remarkable and candidates might conclude that he was successful because he was able to capitalise on his luck. Some consideration of Henry as King also needs to be made, as to whether he was able to rule effectively. It could be argued that he was very lucky to have such able ministers, but his ability might be seen in the fact that he spotted talent and trusted his advisors.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

This is not an evaluation of whether Henry was a great King or not, he did achieve remarkable military success, he reigned over a quietly governed country and was able to introduce some reform. However, it is the extent to which luck played some element in this analysis that is required.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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33 How effective were the Dukes of Bedford and Gloucester as regents during the minority of Henry VI?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Generally speaking, the minority was handled very well by Henry VI's uncles, despite the strains of the dual monarchy. They were aided by a council of experienced and able men. Despite this, there were tensions between Gloucester and Cardinal Beaufort and government tended to have an air of impermanence. Bedford's task was more difficult although candidates might be expected to show how the two roles interconnect. The issue of money is an important one and the re-emergence of French power.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

A sense of perspective concerning the role of monarchy might be expected; candidates might well conclude that the minority was highly successful given what was to follow it. The nature of the challenge may well be evaluated.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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34 What best explains the loss of England's French possessions after 1437?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Narratives of the Hundred Years War should not score highly. However, a chronological approach from the majority of Henry VI to the Battle of Castillon and the end of the war might be adopted. Answers should focus sharply on the issue of the inability to maintain the substantial acquisitions of Henry V. Clearly the argument that the position was ultimately unsustainable may be explored. Whilst Bedford did prove himself to be an effective Regent of France, once Henry took over the picture begun to change dramatically. Candidates may well argue that the renewal of French fortunes are paramount. A turning point here is the Congress of Arras where Charles VII and the Duke of Burgundy came to terms. After 1437, the situation deteriorates very rapidly. Candidates might well reflect on: the personal inability of Henry VI to rule effectively; the growing effectiveness of Charles VII; war-weariness and lack of money in England; the unpopularity of Suffolk and the Anjou marriage and the growing factionism at Henry VI's court. There should be some treatment of the military blunders as well.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Here candidates might seek to explore the inter relationship of longer term and shorter term aspects. It is clearly not enough to simply argue that it was unsustainable, neither is it enough to argue that it was entirely the fault of Henry VI. Candidates might be expected to argue that both of these issues produced the circumstances in which it was impossible for England to maintain her lands in France.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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35 Account for the dramatic changes in fortune of the Yorkists from 1455 to 1461.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

This question seeks to draw out the specific causes of the changes in fortunes for both sides in the Wars of the Roses. Candidates might evaluate the initial causes of strife in 1455; however, long descriptions of the period prior to the First Battle of St Albans will not be well rewarded. Clearly the Yorkists did have legitimate grievances, but they were strengthened by the confluence of interests between them and the Nevilles. Success in the First Battle of St Albans is extremely important as it adds an element of blood feud to the equation. The periods of York's protectorate should be evaluated, but the tide turns once Henry VI is removed to the Midlands. The Parliament of Devils and the battle of Ludford Bridge are highly significant in terms of turning the tide, but also in terms of the Yorkists having nothing more to lose. It could be argued that York overplayed his hand with the Act of Accord. The dramatic change in fortunes following the Battle of Wakefield is important, and the following intense period during which Edward of March was able to overcome Margaret of Anjou who at least appeared to carry all before her.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

There are clearly common themes here, not least York's relationship with the King and with Anjou. The contribution of Warwick should be evaluated and the key turning points in battle. The skill of Edward Earl of March and the role that luck had to play on occasion.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 37	Mark Scheme	Syllabus	Paper
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36 How important was the nobility to central and local government in this period?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Descriptive accounts of the function of the nobility will not score highly. Taking the nobility as a whole, the importance of the nobility in both areas is very important indeed. The governance of the realm depended on the relationship of the nobility and the monarchy. Candidates may well evaluate the importance of the nobility as military leaders, and how they responded to revolt, and how far they were responsible for this. The nobility were a small group, many of whom had very close ties to the monarchy and were personally known to the monarch. Candidates might consider the role they played in the advice they gave to the King; in the House of Lords; as Sheriffs and their control over JPs. The picture is quite mixed during this period: rebellion against Henry IV; the nobility's role in the military adventures of Henry V; the role the nobility played during the minority of Henry VI and the growing factionism towards the end of this period. Reference will certainly be expected to be made to particular individuals.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

As a usurper Henry IV faced particular problems. Henry VI was a weak individual who promoted factionism during his personal rule, but members of the nobility were inspired by the lure of glory and riches during the military campaigns of Henry V.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 8: Themes 1461–1547

37 'Warwick's ambition was to rule.' Assess this view for the period 1461–1471.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Candidates may well reflect that this has a great ring of truth about it, although narratives of this period will not score highly. It should be noted that Edward IV became King as much through his own efforts as through those of Warwick. However, Edward was very dependent on him in securing the north in the early years and perhaps Warwick felt that he was under rewarded for this. The turning point came with the disagreement over foreign policy and Edward's marriage; which perhaps indicated Edward's naivety, but also that Warwick expected to be able to conduct foreign policy. His efforts to rule through a captive Edward and then to put forward his own candidate in Clarence do seem to show that his ambition was to rule. The period 1469–1471 should not be glossed. It could be argued that Warwick's ambition to rule was so great that he was willing to throw in his lot with his greatest enemy, or it could demonstrate desperation and self-preservation. Some evaluation of Warwick's character and dynastic ambitions may well feature.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Few candidates will entirely disagree with this view; however, it is a sense of degree and evaluation that is important here. Warwick did have cause to fear for his own dynasty and could reasonably expect to be pre-eminent in council. Set against this is the ability and ambitions of Edward.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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38 Why did Richard III's reign end in 1485 and not earlier?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

This question calls for an evaluation of the entire reign, not just the final campaign against Richard. The mode of his accession is important; candidates might reflect on how successful he was in neutralising the Woodvilles and the household men of Edward IV. He was ruthless and efficient, but his power-base was always very slim and the resentment of the southern landed classes of the northerners should be mentioned. Richard understood that he should provide good governance in order to survive and he was fairly successful. Buckingham's revolt needs to be evaluated in some detail. It could be said that Richard was lucky to survive this, with the weather conditions proving decisive. Yet, he was well informed through his spy network and his military planning was good. In some ways, however, it did spell danger as some of the rebels were able to escape to Henry Tudor, making a potentially greater threat. Foreign policy plays a part, yet it could be argued that in the final analysis, it was luck that Richard was killed in battle, albeit his slender power base playing a part in the composition of the armies.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

The key point to consider must be Buckingham's revolt and the nature of Tudor's campaign in 1485. Richard did everything he could reasonably be expected to do in order to secure his throne, yet the mode of his accession, the death of his son and wife, and the narrowness of his powerbase must all play their part.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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39 How concerned was Henry VII with the security of his dynasty?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

A narrative account of Henry's reign will not score highly; it is also important that there is reasonable coverage of most of the reign. Clearly, candidates will deal with the nature of his usurpation and weak claim to the throne; this might be done in some detail with a clear focus on his flexibility in dealing with the problems. He did encounter threats, in particular the pretenders and two tax revolts. His relationship with foreign powers is important both in terms of wiping out threats to his throne and in establishing legitimacy for his dynasty by marriage to foreign dynasties. Finance may also be considered, in that Henry may well have attempted to build an impressive fortune in order to feel secure. His dealings with the nobility should also be considered. The better answers will consider his renewed concerns in the later part of his reign, following the death of his eldest son, the death of his wife and the cooling in relationships with Ferdinand of Aragon.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Here candidates might argue that this is the key to understanding Henry's reign. There is little doubt that this was his single most important preoccupation and that all other policies served this end. His usurpation and background do contribute very strongly to this. But, in order to score well, candidates will need to show why this preoccupation continues and, as some might argue, become more important throughout his reign. Debates over New Monarchy and innovation are not really relevant to this question.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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**40 (Candidates offering Paper 5c: The Reign of Henry VIII should not answer this question.)
How effective was Wolsey as chief minister to Henry VIII?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Narratives of Wolsey's time in power will not score well; there should also be some consideration of the full range of his activities in government. It is for his work with foreign policy for which he is best known. On face value, it could be argued that this is because it was what Henry most wanted and his effectiveness can only be judged in these terms. Candidates will be expected to know: something of Wolsey's work in Henry's early French campaigns; the treaty of London, which might be described as one of his greatest achievements, and the field of the Cloth of Gold; his inability to deliver on his master's requirements in the 1520s and, especially, not to be able to capitalise on the French defeat at the Battle of Pavia, showing a reversal of fortune; and, most importantly, Wolsey's inability to deliver the divorce. Candidates might consider his work in legal reforms as Lord Chancellor and, to a lesser extent his attempts to reform some aspects of the Church.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Here, candidates might seek to explore what was expected of Wolsey. Wolsey was dependant on Henry for all his appointments and patronage, and Henry kept him whilst he is useful to him and whilst he was effective. Once Wolsey stumbles over the Amicable Grant and then is unable to produce a divorce, he no longer provided what Henry requires. Some candidates might make comparisons with Cromwell; but, this is not the overall thrust of the question.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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**41 (Candidates offering Paper 5c: The Reign of Henry VIII should not answer this question.)
How fundamental were the changes to the English Church in the years 1529 and 1547?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

The concept of supremacy itself was clearly a fundamental change and was the issue that underpinned every area of church policy in this period. Likewise, the wholesale destruction of the monasteries and the changes to the church legal system were important. Yet, structurally the Church remained more or less the same. Candidates might then reflect on the issues of doctrinal change; narratives of how this changes will not do so well; a better approach would be to look at how much of the doctrine and liturgy remained the same. Reformist views can hardly be described as ushering in Protestantism and people were still executed for treason. Nevertheless, the thirties did see some shifts in doctrinal emphasis, yet the Act of Six Articles steered the church back to traditional doctrinal orthodoxy.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements.

Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. The most successful answers will provide a sharp evaluation of the concept of fundamental, whilst the structure did not change much the governance underwent fundamental change. Discussion of doctrinal change is likely to be far more nuanced.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 9: Themes c.1066–1547

42 Should the fourteenth century be regarded as a golden age for literature?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to examples such as Sir Gawaine and the Green Knight and the cycles of Miracle Plays and to the writings of Richard Rolle, John Gower and Walter Hilton, William Langland and Geoffrey Chaucer.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that the growing popularity of vernacular literature could account for it being accredited as a golden age. The Lollard Bible in English was one example of such a work. Langland, on the other hand, wrote in an alliterative style, which was becoming outdated. Gower wrote in French, Latin and English and was a friend of Chaucer, who may have encouraged him. The work of Chaucer is the best evidence for a golden age and could be seen as encouraging other authors. His range, his understanding of human nature and his technical competence make him stand out in the history of literature.

The development of universities and some increasing literacy provided more readers for the literature of the day, but it is difficult to judge how much literature was popular. The Miracle Plays had a large audience but the religious works of Rolle and Hilton were probably only for the especially devout.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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43 Was England still feudal by 1400?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates could refer to the evidence from Manor Court Rolls and to the changes wrought by the Black Death.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates could argue that feudalism was still part of the lives of many villeins who owed service to their lords, but, by 1400 there was much regional variation in the amount and nature of what they owed. There was an increase in freeholders, taking over land that had been newly cleared, but also acquiring villain held land after the Black Death when villeins were in short supply. Richer villeins were also buying up land and so the distinctions in society became blurred. Lords began to lease their demesne when they lacked villeins to till it.

The ideals of feudalism and the belief in good lordship were still current and contributed to the depositions of Edward II and Richard II. Kings continued to bestow lands and favours on those who served them, but the endowing of knights and the system of knight service had been largely superseded by the use of professional mercenaries or trained and paid troops. To an extent feudalism had been developed into a knightly code. Betrayal of king or lord remained a heinous offence, but society had moved on to a stage where money meant more than personal service.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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44 How important was it for English kings to remain on good terms with the Papacy in the twelfth and thirteenth centuries?

Candidates should:

AO1– present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates could refer to the relationships of Henry I, Henry II, King John and Henry III with the Papacy.

AO2 – Candidates could argue that being on good terms with the Papacy could be important. Henry I needed Papal support in his campaigns against his brother in Normandy and was threatened with excommunication by Pope Paschal. He was so desirous of getting backing from Rome that he gave in over the issue of lay investiture. He agreed that the Archbishop of York be freed from subservience to Canterbury in order to keep Pope Calixtus on his side. Henry II came under pressure from Alexander III to reach a settlement with Becket and after 1170 had to accept that appeals could go to Rome. King John was subject to an Interdict and an excommunication, and his subjects were absolved from obedience to him which led him to accept Stephen Langton as his archbishop. The role of the papal legates was crucial at the start of the reign of Henry III in preserving his throne. Henry's gratitude was partly responsible for his involvement in Sicily and his recognition of debts owed to the papacy in this connection. The taxation that he proposed to pay his dues was the trigger to baronial rebellion in 1258.

Alternatively, it could be suggested that the influence of the papacy was limited. Henry I may have agreed in principle to end lay investiture, but he continued to appoint bishops and to reward his servants, such as Roger, bishop of Salisbury and Thurstan, Archbishop of York. Hence he lost little real control and showed his magnanimity in allowing his bishops to visit Rome frequently. Henry II was able to compromise quite easily with the Pope after the murder of Becket, since it was in the interests of Alexander who was facing rival claimants. King John exploited church revenues and was unimpressed when Innocent excommunicated him; until his throne was threatened, when he gave in and gained the utmost benefit from his surrender. Henry III enjoyed papal and clerical support because of his personal piety and rebuilding of Westminster Abbey. These examples all suggest that relations with the papacy were not always paramount in the priorities of English kings.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuations and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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45 How important was Parliament in the year's c. 1399–1529?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

An account of the powers of Parliament in this period will not do very well; there should be a clear focus on evaluating the importance of Parliament. Clearly, one area is the use made by monarchs to substantiate their claims to the throne and also to destroy rivals; the Parliament of Devils is particularly significant here. At a time of almost continuous war, it is important in raising taxation. The judicial function of the Lords is also important. Parliament was also used from time to time to express dissatisfaction. Candidates might well also consider how Parliament was used for the normal functions of governance as well.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Clearly, an argument can be made for substantial change and continuity. Candidates might point to certain moments when Parliament is more important and how it is used during particular regimes.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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46 How significant were towns to the economy of fourteenth-century England?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Candidates should demonstrate some sense of the context of towns as centres of trade and local governance. Such a discussion cannot ignore the significance of the wool trade and how that changed and developed in the period. Clearly, towns were centres for other functions most especially the church and the judicial system, which often helped them to develop into economic hubs. Distinction may be made between London, the second-tier towns of 10 000 to 80 000 inhabitants (York, Winchester, Norwich and Bristol), third-tier Boston, Hull, Lincoln, Nottingham etc, and smaller market towns. Growth in urban markets was considerable in the period, and an emergent market for luxury cloths, spices, books and banking services became apparent, though in some cases the increased sophistication of this trade in London was at the expense of such trade in other towns. Candidates might mention the growth of merchants and guilds; but in most cases the growth in manufacturing was very limited, with little transition from activities that augmented agriculture, such as tanning. Towns and cities in England retained little economic autonomy from the Crown, such as in taxation or in the licensing of markets, and some sources have suggested that this limited incentives for the development of further economic activity.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Clearly, this must be set in the context of an overwhelming agrarian economy and in the context of gradual recovery after the ravages of the Black Death and the impact of Civil War. Some sources have suggested that the relatively limited economic development of English towns beyond adjunct-agricultural services (markets; processing of food and raw materials) into manufacturing may have been because of limited division of labour and specialisation, in turn a product of the depopulation and comparatively high wages in agriculture following the Black Death.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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47 To what extent did the role of women change in the fifteenth century?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Society was patriarchal and independence for women depended upon status, especially if they were heiresses or widows. Once married or remarried, women lost control of any property, this did not change. With the decline of the population during the Black Death, women's influence in business had, in a small number of instances, increased. Evidence from wills and manor courts suggested some increase in inheritances by women. But as the population increased and women's influence declined to pre-Black Death levels. Candidates might point to the influence individual powerful women such as Margaret of Anjou, but such atypical examples can only form part of any such response.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

One area of debate will focus on the nature of the evidence which is patchy and incomplete. The impact of demographic changes may well be explored.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.